

SUMMER 2014 UNDERGRADUATE COURSE DESCRIPTIONS

May 13, 2014

IMPORTANT! This listing is subject to change. If anything changes, the listing will be amended accordingly and publicized on the sociology department website: <http://sociology.berkeley.edu>.

Continuing UC Berkeley students may register for summer session courses using Tele-BEARS beginning in early February. Outside students should register using the appropriate forms in the Berkeley Summer Session catalog. Enrollment is first-come, first-served, and the department is not allowed to give priority to any particular majors, including Sociology majors (except in Soc 190, which has a special enrollment process). If a course fills up, please put your name on the Tele-BEARS waiting list. There are inevitably students who drop the course, creating space for students on the waiting list. If the waiting list is large enough, there is a *possibility* that the class will be moved to a larger room. Please check with the Sociology Department for the status of such courses.

FIRST SIX-WEEK SESSION A (MAY 27 – JULY 3, 2014)

Sociology 131AC CCN:	Andy Barlow	Enrollment Limit: 50
M-TH 10-12	B5 Hearst Annex	
<p>RACE&ETHNIC RELATIONS: We live in an era where a majority of Americans believe that societal racism has ended, and that racial inequities are largely due to specific ethnic groups' cultural deficiencies. The purpose of this course is to critically examine this perspective, and to provide students with the sociological theories, methods and data that allow the conceptualization of the continuation of societal racism in the United States, albeit in a different form than in previous eras. As such, this course examines the role of race and ethnicity in the making of United States society, and the efforts to achieve social justice in the United States. The course revolves around several questions What are the dynamics of race and ethnicity in the United States today? How does racism intersect with other social dynamics of inclusion, domination and subordination in the making of U.S. society? What are continuities and discontinuities between American racism in the past and racism today? How has globalization altered the dynamics of race and racism in American society? What are realistic strategies for social justice in this era?</p>		
Sociology 133 CCN:	Jill Bakehorn	Enrollment Limit: 50
M-TH 4-6	12 Haviland	
<p>SOCIOLOGY OF GENDER: The sociology of gender focuses on the social construction of gender; how gender is constructed at the level of society as well as how we engage in the re-creation and reconstruction of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories. Some questions about gender that will be addressed in this course are:</p> <ul style="list-style-type: none"> ❖ What exactly is gender and why do we need it? ❖ What are the forces that shape gender? ❖ How does gender help us understand issues of race, class, and sexuality? ❖ What happens when we don't live up to gender expectations? <p>One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.</p>		
Sociology 160 CCN:	Jill Bakehorn	Enrollment Limit: 50
M-TH 12-2	534 Davis	
<p>SOCIOLOGY OF CULTURE: is a broad field of study encompassing every aspect of our</p>		

lives. Culture is what give our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and gives our lives meaning. In this course we will focus on a few key areas in the sociology of culture:

- ❖ Cultural production
- ❖ Cultural reception/consumption
- ❖ Issues of power, hegemony, and inequality
- ❖ Identity formation through cultural processes

Some questions about culture that will be addressed in this course:

- ❖ How is culture created both by culture industries and by individuals?
- ❖ How is culture consumed?
- ❖ How is power and inequality reproduced through culture?
- ❖ What is the importance of cultural products and subcultures to identity formation?

Sociology 167 CCN:	Stuart Geiger	Enrollment Limit: 60
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MW 5-9	213 Wheeler
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VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.

Sociology 190 CCN:	Dylan Riley	Enrollment Limit: 25
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T/TH 12-3	402 Barrows
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THE UTOPIAN IMAGINATION AND ITS CRITICS: This course introduces some important statements for and against the possibility of a post-capitalist or "utopian" social order. The texts for the class should all be available in the campus bookstore with the exception of the Marx texts that are posted to the class website. The course presumes some basic familiarity with Marxist theory (such as that provided in sociology 101 or equivalent courses).

EIGHT-WEEK SESSION C (JUNE 23 - AUGUST 15, 2014)

Sociology 3AC CCN:	Brian Powers	Enrollment Limit: 50
TWTH 12-2	240 Mulford	
<i>Note: Meets American Cultures Requirements. Students who have taken Soc1, 3 or 3A will not earn credit for Soc 3AC.</i>		
PRINCIPLES OF SOCIOLOGY: AMERICAN CULTURES:		
<p>Sociology 3AC offers a general introduction to sociology--the study of the social institutions, organizations and social relations that shape our lives and life chances. Beginning with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements, the class then explores these sociological principles through concrete studies of class, race, gender and sexual inequality. The class concludes by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.</p>		
Sociology 5 CCN:	Szonja Ivester	Enrollment Limit: 50
TWTH 10-12	30 Wheeler	
<i>Note: This course has sections that you will need to register for.</i>		
EVALUATION OF EVIDENCE: Provides a general overview of the ways in which sociologists collect information about social phenomena, and it provides an elementary introduction to both quantitative and qualitative analyses of such data. I have several goals for this course: 1) To spark your interest in sociology and to encourage you to see sociology as a research enterprise, as a process of learning about our social world. 2) To introduce you to the elements of research design and to the basic principles of data analysis so that you will have a good foundation for future learning. 3) To teach you how to read a research report with a critical eye, so that you can know how to tell how trustworthy its information is. 4) To have you learn firsthand about the problems of research by trying out several data collection methods on a small scale. 5) To show you that research is a personal, human activity involving both your brain and your emotions, combining brilliant insights with spectacular failures, and invoking both dramatic visions and inescapable practical limitations.		
Sociology 130 CCN:	Szonja Ivester	Enrollment Limit: 50
TWTH 2-4	B5 Hearst Annex	
SOCIAL INEQUALITIES: This course offers a comprehensive and rigorous overview of social stratification theory and research. The first few weeks will be devoted to general conceptual and methodological questions surrounding the logic of class analysis. The remainder of the course will involve both theoretical analyses and empirical investigations of four substantive areas: various (status, gender and racial) dimensions of social inequality, patterns of class formation, the shape and the contours of the modern class structure, and the nature of class outcomes. Each section will contain an examination of key theoretical debates and a survey of recent research that is relevant to these debates.		

SECOND SIX-WEEK SESSION D (JULY 7 – AUG 15, 2014)

Sociology 110 CCN:	Linus Huang	Enrollment Limit: 65
M-TH 10-12	180 Tan	
<p>ORGANIZATIONS AND INSTITUTIONS: Organizations are pervasive in our lives. They either bring us the food we eat, the clothes we wear, the entertainment we enjoy; or we participate in them as students, consumers, employees, or members of churches, clubs, neighborhood watches, or even citizens of a nation. How organizations are structured is therefore central to how social life is ordered. Organizations can dominate, exclude, exploit, preserve the status quo — but they may also be the instruments of social change and the diffusion of innovation. The sociological subfield of organizational theory is more theoretically formalized than most. We will look at some of the key conceptual paradigms within this subfield but make them concrete by applying them to contemporary case studies including the fast food industry, social movements, the "shareholder value" corporation; the federal government and in particular the Department of Homeland Security; and UC Berkeley itself.</p>		
Sociology 113AC CCN:	Rebecca Tarlau	Enrollment Limit: 50
M-TH 2-4	242 Hearst Gym	
<p>SOCIOLOGY OF EDUCATION: Schools are unique institutions in society, being continually held as the great "equalizers" of social, political and economic inequalities, while almost always falling short of this goal. The Sociology of Education is dedicated to the empirical interrogation of how schools affect social relations. By analyzing the structures, practices, content and outcomes of schooling, this course seeks to understand the ways in which schools both reproduce and challenge the status quo. The course will introduce students to a variety of theoretical perspectives and research methodologies within the Sociology of Education, and prepare students to make their own arguments about the relationship between schools and society, both domestically and in a global context. Students will finish this course with a solid understanding of the evolution of the American education system and the liberal paradigms underlining this expansion; the ways in which educational institutions contribute to inequality of outcomes in schools and society; the experience of schooling among students from different socioeconomic and racial backgrounds; and contemporary debates about the expansion of schooling internationally.</p>		
Sociology 140 CCN:	Wang Jin	Enrollment Limit: 50
M-TH 4-6	B5 Hearst Annex	
<p>POLITICS & SOCIAL CHANGE: Often, when people hear the term "politics," they may think of a separate sphere where politicians and political parties exist. But for sociologists, politics is squarely embedded in society, and deals directly with questions of everyday power. By introducing students to the "canon" of political sociology, this survey course will help students grapple with why power is distributed in society in the way that it is. Specifically, we will explore the role of the state in producing social order and domination. We will consider the relationship between power and structures of class, gender, and race. And we will explore the question of what social change means and what its relationship to social structure is.</p>		